

Feasibility and Planning Study Committee
Iowa Services for Students who are Deaf, Blind, Visually Impaired or Hard of Hearing
MINUTES
August 27, 2012 – 10 a.m. to 3 p.m.
Iowa School for the Deaf, 3501 Harry Langdon Boulevard, Council Bluffs, IA 51503

July 30, 2012 AGENDA ITEM	DISCUSSION	DECISION
1. Welcome and introductions	<p>Core team: Shirley Kelley (facilitator) Shelly Bosovich, Maria Cashman, Patrick Clancy, Mark Draper, Polly Fullbright, Diana Gonzalez, Susan Hagarty, Tracy Isaacson, Charles Levine, Kathy Miller, Brook Nolin, Sandra Ryan, Robert Spangler, Tammy O'Hollearn, Kenda Jochimsen, Stephanie Lyons, Department of Management: Dave Fardal Support Team: Cynthia Angeroth, John Cool, Marsha Gunderson, Beth Hirst, Gwen Woodward, Megan Johnson, Jim Heuer, Don Boddicker, Shari Slater, Pam Rubel Presenters: John Cool, Cindie Angeroth, Shari Slater, Jim Heuer, Deb LeHeup, Jolene Froehle, Marsha Gunderson Interpreters: Karen Potter-Maxwell and Dave Borgalia Press: Ashlee Coffey, Council Bluffs Nonpareil Others: Audience 80 or 90 members</p>	
2. Reminder of ground rules and guidelines	<p>The meeting was called to order at 10:00 am by Shirley Kelly who gave a special welcome to our visitors and reminded them about the public hearing tonight. Our ground rules:</p> <ul style="list-style-type: none"> • Committee is advisory in nature • Opportunity to discuss without being judged • Respect work of different groups that precede this group • Start on time and end on time • Identify self before speaking • Use Roberts Rules of Order 	
3. Reminder of committee charge	<p>Look at effectiveness and efficiency of future services and programs, both administratively and programmatically as required by Iowa Code. This work is under the direction of the Dept. of Management.</p>	

4. Minutes from July 30, 2012 meeting (attached) Action	Mark Draper moved and Maria Cashman seconded approval of minutes as written. Motion passed.	
5. Additional information on the Preferred Future Information	<p>Diana Gonzalez – was a part of the team (Bd. of Regents and State Bd. of Education) that had a collaborative effort to look at services provided to students who are deaf or hard of hearing (DHH), statewide, and identify strategies to enhance efficiencies and effectiveness of those services.</p> <p>Some on that team (called the Coordinating Council) are also members of this team. We spent a long time at the level of detail we needed. We had all significant professionals provide pertinent information (medical, audiologists, teachers, AEA, LEA, etc.).</p> <p>We looked at the gaps. Where are the gaps in services to children who are DHH? The result was a report to Bd. of Regents & State Bd. of Ed called “Preferred Future.” What should services look like? We realized we needed coordination for key players to work together. The number one recommendation was for an Executive Team to provide statewide oversight to ensure systemic/uniform services and a yearly evaluation of effectiveness.</p> <p>The Preferred Future included recommendations that applied across age groups as well as by needs of special age levels. The document is available on our websites. The Power point presentation will also be on the website. Some recommendations are:</p> <ul style="list-style-type: none"> • In order to provide best practices, make sure we have professionals providing service and opportunity for professional development. • Include a full-range of services statewide. There should be no differences due to geography. • Provide information to students and families to alert them to the full range of services • One-stop shop for hearing health information records • For children from birth 0-3, transition from Part C to Part B • Early identification 	

	<ul style="list-style-type: none"> • Students 3-5 years old – specialized training for language acquisition including sign language and literacy development / opportunity to access hearing technology • Students K-6 grade – some items repeated. That means they are important and needed. Focus on best practices. Make sure professionals have increased development of their skills. • Access to needed hearing technology • Access to deaf culture including sign language • Need to maximize their educational experience • Students 7-12 grade – transition is also important <p>The committee discussed the need to establish center-based program socialization and literacy, the importance of socialization for individual growth. How do we address the unique needs of DHH children?</p> <p>The Executive Team has been established to provide statewide oversight to ensure systematic/uniform services and yearly evaluation of effectiveness.</p>	
6. Executive Team for Deaf and Hard of Hearing Information	<p>Patrick Clancy - Update on the Executive Team for Deaf and Hard of Hearing Members are (positions named in the Preferred Future) – Patrick Clancy, Tammy O’Hollearn, Mark Draper, Kenda Jochimsen, Charlie Levine, Susan Hagarty, LauraBelle Sherman-Proehl, Marty Ikeda, Dr Bruce Gantz, Polly Fullbright</p> <p>Held three meetings. A lot of good work needs to be done for quality services. We need to focus on the essential items.</p> <p>The team determined 7 priorities:</p> <ol style="list-style-type: none"> 1. Statewide data base to know who the students are, what services they are getting and how well they are doing. 2. Consistent referral process for DHH children at all levels. Are similar criteria being used when statewide when a child is first identified as having a need? 3. Parent learning support and advocacy. 4. Access to language-rich programs that focus on literacy, the core curriculum and the expanded core curriculum. 5. Information about the full continuum of services available to all people, statewide. 	

	<p>6. Professional development to assure quality services and practices (e.g., teachers, interpreters, paraprofessionals, etc).</p> <p>7. Attracting and retention of personnel.</p> <p>The committee is the springboard and structure to make sure these things happen.</p>	
<p>7. Campus tour (10:30-12:00) Information</p>	<p>Lunch details – We will have four groups to tour. We will end up in the cafeteria and join the students during lunch. Thinking about these questions during lunch–</p> <ul style="list-style-type: none"> • What was most interesting? • What did you not see that you thought you should have seen? • What questions do you have? <p>Campus Tour Introduction by Cindie Angeroth</p> <ul style="list-style-type: none"> • 130 acres (farm ground is across the road) • 17 buildings • Administration building 1906 houses administration and boys dormitory • Lied LMC building \$8.75 Million dollar building 2002 (60% money raised privately) with 58,000 sq ft. About 2,500 visit via conferences and trainings; about 1,200 monthly users of the recreation facilities. • Careers Building built 1950, expanded 1980. Some leased space. • Greenhouse built 2001 • Elementary/Middle School built 1959 • Science Center 2010. Renovated old space \$1.8 million cost, \$1.5 million raised privately • Long Hall high school – built 1929, some space leased • Girls Residence – 1963, added on 1975 • Health Center – lower level of Girls Dorm 	
Lunch		
	<p>Reconvene at 12:45</p> <p>What was of greatest interest to you on the tour?</p>	

	<ul style="list-style-type: none"> • Technology and how it helps stimulate literacy • State of the art facility • Qualifications of educators – endorsement in deaf education and content-area endorsement <p>What did you not see that you expected to see?</p> <ul style="list-style-type: none"> • More students involved in the 4Plus program – it's an amazing program. Some students across the state that are not involved could be involved <p>What questions do you have?</p> <ul style="list-style-type: none"> • None 	
8. Iowa services for students who are deaf and hard of hearing Information	<p>John Cool, Assistant Administrator introduced the presenters. All documents are on the Board of Regents, IBSSS and ISD websites. Deb LeHeup – Enrollment and ISD Personnel Summary</p> <ul style="list-style-type: none"> • Are there opportunities for dual enrollment? Summer program is an opportunity for dual enrollment (one-week of summer program) • There was clarification of off-campus enrollment. In order for the local AEA to have access to licensed teachers, they contracted with ISD for teachers to work with some students. The numbers are not reflective of all students in the AEA. The AEA now employs all their own teachers and ISD no longer serves off campus students. • About 1/3 of the ISD student population are day students and 2/3 dormitory <p>Jim Heuer – FY 2013 Budget Analysis</p> <ul style="list-style-type: none"> • 68 acres farmland leased 50/50 shared basis • Institutional support includes auditor, insurance, and workman compensation. • Several spaces on campus are leased by various tenants. <p>Cindie Angeroth – Iowa School for the Deaf Programs</p> <p>Jolene Froehle – A Day in the Life of an ISD Student who Lives in the Residences</p> <ul style="list-style-type: none"> • After school day, there are many opportunities to be involved that students may not have been able to experience in the mainstream • During school, there are student council, ASTRA service club, oratorical contest, 	

	<p>academic competition, Poetry Out Loud</p> <ul style="list-style-type: none"> • Stay busy after school. Variety of sports • WEE students have many field trips and learning environments • Teen Center is a popular place to hang out, but often so busy there's no time for that. • Some Omaha DHH students are invited to ISD social events • New students want to try everything; may not have been able to participate in much at their previous school • ISD is involved with Jr. National Association of the Deaf in Omaha <p>Video – Iowans Succeeding Daily available on the ISD website: This was created to thank the legislators for their support. Also makes specific points why a student might attend ISD.</p> <p>Shari Slater, Kate Kasal - ISD Data Summary Committee processing time - What information about ISD was impactful to you?</p> <ul style="list-style-type: none"> • <i>Explain more about the failure free reading and how that program aligns with the curriculum.</i> It targets struggling and low readers. It is repetitive and gives students a chance to practice vocabulary in context and helps them develop reading better. It aligns with the curriculum because we want to increase reading scores with students. It is integrated throughout the full day. • <i>Alternate Assessment – how does that fit in with the goals?</i> The alternate assessment results are included in this data. • <i>Do we have any data on the students (95%) who are not here at ISD?</i> We will share that. We don't have a current process in place and know the data is not in the place that it needs to be. The data is 5 years old and we have a process in place to start. • <i>Data over time – there is a comparison of ITBS and ITED data. Do we have a comparison of growth from last year and this year on the (new) Iowa Assessments?</i> It's a completely different test. Shari has data she can share. • Shari will prepare NWEA data for Sept. • What is the achievement of DHH students not attending ISD? • We need to consider secondary disability data in the achievement data profiles. It's important to look at profiles of similar students in other locations (to be able to compare performance of DHH students in mainstream settings vs. residential 	
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	<p>setting).</p> <ul style="list-style-type: none"> • <i>Where is the transition data tracked?</i> Sent to the resident district. B 13 (state performance data that tracks completeness of a transition goal for students on IEPs) where is that data for DHH students? • Part of the process is a compliance review (DE) that happened at ISD this year. At least that part of the data – we will provide that to the committee in Sept. • <i>The new HearForm data base – will there be any academic achievement stored there?</i> No. HearForm will include all students with known hearing loss. Files will be flagged and we can determine degree of hearing loss and a host of other information to disaggregate data. That system is being built. Once all audiologists use system, we can use the data in many different ways. We will be able to generate a list of students to access academic performance. • HearForm at next meeting and timeline for implementation <p>Marsha Gunderson – Statewide Services Iowa Statewide Services for Student who are Deaf and Hard of Hearing and Iowa Statewide Services for Student who are Deaf and Hard of Hearing Enrollment, Achievement Services</p> <ul style="list-style-type: none"> • Clarification - Of Iowa's 40,000 births each year, there are 1 – 2 per thousand or 40 to 80 children each year with an identified hearing loss. Iowa identifies closer to 80 children per year. All these babies won't need special education services. Some will have progressive hearing loss and some may be later identified. • We hope to bring achievement data to the Sept. meeting <p>Committee processing time - What information about ISD was impactful to you?</p> <ul style="list-style-type: none"> • <i>Why are fewer 11th grade students proficient at reading?</i> This one-year snapshot does not provide us enough information to know. • <i>Maybe it's due to the difference in tests. Gap is alarming and dramatic. We've seen this in deaf services for a long time. If we can't get kids early language opportunities, that gap can exist.</i> Clarification was made that this data only includes mainstreamed students, not those at ISD. This data includes students in special education services only, not all 2,756 identified as having a significant hearing loss. • <i>How does this data compare to other students on IEPs?</i> On the average, DHH students do 	
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	<p>better than other students in special education. It is somewhat better but not significantly better.</p> <ul style="list-style-type: none"> • <i>We see the number of teachers DHH and interpreters have decreased, partly due to the licensing for interpreter. What are the needs across the state to meet the current population?</i> Not certain. In general, the total population of students at public school has decreased. The executive team's next agenda includes information about Iowa's educational interpreters. • <i>Is it fair to say districts that have staff not passing the interpreter exam are now calling them something else? There can't be that much of a deviation. Are you referring to "communication coach?"</i> <p>Kenda Jochimsen- Report on Vocational Rehabilitation</p> <p>There are now two dedicated staff in the state who can sign and work with DHH students, offering counseling, guidance, etc. Learned students don't see to contact them until they enroll into college, and the need is to enroll them into services earlier as there is a waiting list.</p> <p>Summary of what staff working with DHH students across Iowa found:</p> <ul style="list-style-type: none"> • DHH students need opportunities to interact with hearing people unfamiliar to them • Need opportunities to learn about work environments and how to wow their boss/coworkers, not alienate them. • If there were at least 2 real work experiences during high school, there was a more positive correlation for them to be successfully employed after high school. • There needs to be more experience with interpreters outside of the school setting. There won't be interpreters all of the time, too. • These students need more exposure to job seeking and job keeping skills- learning important of attendance, punctuality, hot to voice a disagreement, etc. • There needs to be support systems for DHH individuals who mainstreamed and DHH who went to ISD to interact and not be divided. The experiences should occur in high school. • DHH students need to know when it's their responsibility to be sure there is an interpreter for them when needed. 	
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	<p>Committee processing time -</p> <ul style="list-style-type: none"> • <i>Whose responsibility is it to secure an interpreter if needed?</i> The person with the disability has to advocate for the accommodation. We help them, but it must start with them. 	
9. Guiding questions Discussion	<p>7. What would be the advantages and disadvantages of a single campus located on the current Iowa School for the Deaf campus in Council Bluffs?</p> <p><u>Advantages</u></p> <ul style="list-style-type: none"> • IWCC and LC opportunities for mainstreaming close by. • Like idea of reverse mainstreaming – or dual enrollment for CB students to take a class here. • Amazing facilities here – current facilities – updated – nice well taken care of. • Supportive community here – metro area – CB and Omaha – with employers and agencies. Many connections. • Everything here was in Vinton in the past. Wish Vinton could have kept everything they had • Wonderful campus • Lots of potential here • Residential services for the blind could / should be brought back here. • Ability to have summer programming • Advantage for year round programming • Not rely on interpreter to teach when it is one-on-one • ISD has staff (speech therapist/speech language teachers) • Some staff from AEA Green Hills provide some programs, such as audio logical services • About everybody signs • ISD has deep-rooted historical impact; how ISD came to Council Bluffs in 1870 • ISD is across the highway from Lewis Central (Lewis Central and ISD has a long historical relationship almost from the beginning) • Iowa Western Community College is only four miles; the Four Plus program attends IWCC and Metro Community College in Omaha; has an interpreter training program • ISD is a member of Chamber of Commerce; ISD is very much part of the 	

	<p>community</p> <ul style="list-style-type: none"> • ISD has land across the highway and can build a blind school there • Deep root historically • ISD is about five miles across from Omaha and is almost right by the Interstate 29 and easy access to ISD from the interstate • Excellent relationship with ISD Alumni; they come to ISD Homecoming: celebrate ISD in spring; attend ISD sport activities; ISD is 2nd home • Close to Boys Town; Cochlear Implant program there; University Medical Center; Boys Town Audiologist; mental health • IS has many great programs available to students: Art programs, extracurricular activities, athletic program, clubs, and organizations • ISD has enough space to build a new campus for IBSSS should it necessary to relocate to Council Bluffs • ISD has a rich heritage and legacy; its own School Museum (1855-present) • ISD has video phone in every building and floors; ISD has all safety/alert system in all buildings • Nurses at Health Center are registered nurses that sign; available at all hours • Council Bluffs' economy depends on ISD dollars. It enjoys being associated with the city in all aspects – social, psychological and political • Preserve ISD's Deaf history and legacy • Lots more room/space • Near large city for school and social activities (Council Bluffs and Omaha) • Deaf students in Nebraska can continue to enroll • Stability for staff, faculty, students and the deaf community (no need to hire qualified staff, and take years to reach the qualified potential level) <p><u>Disadvantages</u></p> <ul style="list-style-type: none"> • Not centrally located • Co-locate – needs of blind students and deaf students are totally different – would be a challenge • All state services in Vinton could be lost. – how many of the specialist would want to move? 	
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	<ul style="list-style-type: none"> • No air-conditioning in dorms for year-round programming • Population growth is in Eastern Iowa • Distance from home • Council Bluffs is still far for East Iowans. Parents will be less involved • Deaf children in East Iowa have to travel for hours repeatedly • Need to make room for blind school and offices • Need to bring awareness of blind people and sensitivity training among students, faculty and staff currently on campus (and the community) • Visual friendly and Audio centered classrooms • Blind are categorized as a disability while Deaf as a distinct culture and language group 	
10. Additional information needed Discussion	<p>In future meetings, there may be individuals available via internet conferencing to provide national perspectives. Questions they may be given in advance and asked to discuss are:</p> <ol style="list-style-type: none"> 1. What are the factors to consider in designing and effective statewide model of services? 2. What evidence might you cite as to the effectiveness of the different models of services? 3. What are the important considerations for a state they may combine campuses for students who are deaf and blind? <p>What other questions might you have for these individuals?</p> <ul style="list-style-type: none"> • Where are there state models? • Do students in mainstream or residential schools do better, in what ways, and why? How many of their students who are blind or deaf excel and advance to college? • If they have made changes, what would they have done differently? • Do other programs have a way to track achievement? • What's the data say about students at residential programs vs. in the mainstream? • Do we have data on students with multiple disabilities? <p>What additional information is needed?</p> <ul style="list-style-type: none"> • How do you evaluate the value of something? Former and current students. 	

	<p>From achievement level do we have value for students attending a residential program?</p> <ul style="list-style-type: none"> • Indicator 13 data. • If students are not better off – what do we need to do? • Can we consider a campus somewhere other than Vinton or CB? Would the sale of both campuses help or would the sale dollars of the campuses be taken by the legislature? Should we even consider this alternative? <p>The information in bullets (below) is a request for additional information to be shared with the committee.</p> <p>1. What might be the advantages and disadvantages of a regional model or centers to serve students? Regional centers may be in four or five locations in the state within an hour drive to receive services.</p> <ul style="list-style-type: none"> • <i>Need information concerning the appropriate number and skill level of interpreters, VI/HI staff expertise (two staff or one staff that is dual certified?), facilities, transportation, and duplication of materials to address the needs of the two populations in the state of Iowa.</i> • <i>Need information of how setting this type of program model in various locations could be cost effective.</i> • <i>Information related to Iowa's low incidence populations (where students (Blind, VI, ISD students and others in the state) are currently located/ map to address how this type of system would be impacted by the numbers and locations of students.</i> • <i>Parent input on consideration of using regional programs.</i> • <i>Information from national experts where the two populations learn together in one location (certification needs, what works and doesn't work, needs assessment of each population and successes).</i> • <i>Input from families who are happy with their students experience in the public schools.</i> • <i>Information concerning the following: How skills taught through immersion and independent living skills taught in the residential program could be implemented in this model? How would effectiveness and efficiency be measured? What current measures are we using to determine growth from residential programming in the Expanded Core for the Deaf and Hard of Hearing?</i> • <i>Information from Executive Committee related to plans for statewide system.</i> <p>2. If Iowa had regional centers what would be the advantages and disadvantages of</p>	
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	<p>maintaining the campuses at Council Bluffs and/or Vinton? Would their location allow for them to be used as regional centers?</p> <ul style="list-style-type: none"> <i>Inclusive plan of the cost, staffing (certified and noncertified), transportation, business functions, materials involved in setting up one regional center not at ISD or IBS compared to cost of having it at one or either of the campuses.</i> <p>3. What would be the advantages and disadvantages of providing services for students who are deaf, blind, visually impaired, hard of hearing or Deafblind on a single campus?</p> <ul style="list-style-type: none"> <i>Need information to address the cost of ensuring the appropriate number and skill level of interpreters, general staffing, VI/ HI staff expertise (two staff or one staff that is dual certified?), facilities, transportation, duplication of materials in a single location would be cost effective.</i> <i>Information from other national programs that have tried this, what works and what didn't for both populations. How is the integrity of programs for both populations maintained? How are issues when two populations of students are competing for the same monies addressed?</i> <p>4. What would be the advantages and disadvantages of a single campus being located centrally in the state? (6) What would be the advantages and disadvantages of a single campus located on the current Iowa Braille School campus in Vinton; (7) What would be the advantages and disadvantages of a single campus located on the current Iowa School for the Deaf campus in Council Bluffs?</p> <ul style="list-style-type: none"> <i>(Same as #4) Need information to address the cost of ensuring the appropriate number and skill level of interpreters, staffing, VI/ HI staff expertise (two staff or one staff that is dual certified?), facilities, transportation, duplication of materials in a single location would be cost effective.</i> <i>Information on space and facilities needs for this type of program in another location</i> <i>Cost analysis for this space using currently available facilities located in the center of the state.</i> <i>Information on what happens to the two campuses (bricks and mortar) if there are no students on either campus? Do state appropriations still have to go for the buildings if there is no student presence? Whose job is it to get the campuses rented out?</i> <i>Information from Board of Regents/ Department of Management speaking to the impact of not using facilities impact on budget (general thinking in these situations).</i> <i>Challenge the notion of equity and efficiency: What about a student who lives in far-</i> 	
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	<p><i>northeastern Iowa?</i></p> <ul style="list-style-type: none"> • <i>Data on interpreters alone demonstrates that we have equity issues across the state.</i> • <i>Best thing for our students is to be out in public. Having said that, it is important for students to come here to have a school but we need to take care of all the students.</i> • <i>Surprised at the difference in the quality of the two facilities (Vinton vs. Council Bluffs).</i> <p>5. What would be the advantages and disadvantages of centralizing the administration and coordination of services for students who are deaf, blind, hard of hearing, visually impaired or Deafblind?</p> <ul style="list-style-type: none"> • <i>Information concerning FTE in areas of HR, Business Office, Administration, IT and secretarial support needed to maintain current programming.</i> • <i>Information concerning FTE in HR, Business Office, Administration, IT and secretarial with increased services to deaf and hard of hearing in the state of Iowa (or the plans of the Executive Committee).</i> <p>What do you want to accomplish in our next meetings?</p> <ul style="list-style-type: none"> • National Perspective • Achievement data on DHH students in the state • Bottom line savings of one administration/business function • From history, what impact will these decisions make on further budget cuts in the eyes of the legislature? • What about the cost for regional centers • What way will AEAs and ISD and IESBVI how is it going to be done? What structure? What model? • How do we utilize the current structure and make it better through the outreach? • How do we measure if we are successful now and in the future? Five years down the road, what will we know? 	
11. Next meeting agenda Information	Sept. 24, 2012 Heartland AEA Room 18, 6500 Corporate, Johnston, Iowa	
12. Public hearing 5:00-7:00 information	This evening. Ground Rules listed. Key reason for public hearing is to hear from others.	

	<p>Hope visitors will be with us and give input this evening.</p> <p>There was a request to extend the three-minute limit. It has been decided if there are 30 or fewer people signed in to comment, there will be a 4-minute limit. If there are more than 30 who wish to comment, the 3-minute limit will remain. This was an agreeable negotiated compromise.</p> <p>Committee members are not required to stay.</p> <p>Visitors appreciate the fact that some stayed at the meeting in Vinton.</p> <p>Comments will be summarized and brought to the Sept meeting.</p>	
13. Other	No comments.	
14. Closing	3:04 pm	

Future meetings:

Monday, September 24 Heartland AEA room 18

Monday, October 22 Heartland AEA room 13A

Monday, November 26 Heartland AEA room 18